

**EMS Instructor Credentialing Committee**  
**Courtyard West, Richmond, Virginia**  
**November 1, 2006**  
**10:30am**

<b>Members Present:</b>	<b>Members Absent:</b>	<b>Staff:</b>	<b>Others:</b>
<b>Nick Klimenko</b> <b>Wayne Berry</b> <b>June Leffke</b> <b>Connie Purvis</b> <b>Dr. "ACE" Ernst</b> <b>Lorna Ramsey</b>	Jose Salazar Dana Love, PhD Bubby Bish	Warren Short Greg Neiman Chad Blosser	<b>Becky Callaway</b>

<b>Topic/Subject</b>	<b>Discussion</b>	<b>Recommendations, Action/Follow-up; Responsible Person</b>
<b>I. Welcome</b>	The meeting was called to order at 10:45am.	
<b>II. Introductions</b>	Members of the Committee and visitors introduced themselves.	
<b>III. Approval of Minutes</b>	The minutes of the September 21, 2006 meeting were reviewed. ( <b>Attachment A</b> )	<b>MOTION BY: Dr. Ernst</b> <b>TO: APPROVE THE MINUTES</b> <b>AS AMMENDED.</b> <b>SECOND: Wayne Berry</b>  <b>VOTE: Unanimous</b>

Topic/Subject	Discussion	Recommendations, Action/Follow-up; Responsible Person
<b>IV. Previous Business</b>	<p>Preceptor Program: Wayne Berry/June Leffke Wayne reported that there are various programs and methods going on around the state. He obtained copies of CSEMS &amp; TCC Preceptor Programs. PEMS &amp; ODEMSA based theirs on the CSEMS program. Terry McGregor has put together a very compact and effective program as well. Need a little more time to review all of the programs. He felt the #1 problem facing perception was that experienced providers are retiring or moving on and we have no one to draw from to be good Preceptors.</p> <p>The Committee had a long discussion about preception, training and important issues facing them including that any program should include instruction of effective mentoring, behavioral modification, and performance improvement.</p> <p>The Committee wanted to recommend to PDC and other Ad-hoc Committees that Affective Objectives and Professional Development Opportunities and attitudes should be emphasized in the curriculum at all levels. Assure professional attitudes are included in training at all levels.</p> <p>Discussion continued about how Community Colleges have the structure in place and accredited programs have the abilities to work with good instructors. Should we consider having the state regulate the Coordinator positions and allow the programs to regulate the instructors? The Community Colleges could teach National EMS Instructor Curriculum.</p>	
<b>Break for Lunch 12:00</b>		
		<b>Send Dr. Ernst a list of the Committee</b>
	<p>Didactic Instructor – Connie Purvis/Dr. Dana Love (<b>Attachment B</b>) The Committee discussed the Document as presented by Connie.</p> <p>Discussion continued and covered CoAEMSP Standards, Foundations of Education Book, State Standards, Expectations of PCD's and Professional Attributes.</p>	
	<p>Coordination - Lorna Ramsey</p> <p>CoAEMSP – Minimum Qualification for Intermediate is an Associates Degree Minimum Qualifications for Paramedic is Bachelor's VCCS EMT GED, Age requirement</p> <p>Nick asked that the team come back with a list of pre-requisites</p>	

Topic/Subject	Discussion	Recommendations, Action/Follow-up; Responsible Person
	<p>The Committee discussed the minimum qualifications for a Coordinator:</p> <p>EMS Program Coordinator – a person who has met the criteria established by the OEMS to assume the responsibility for coordinating EMS Training Programs</p> <p>General</p> <p>Certified at or above the level coordinating</p> <p>5 years Medical Experience (2 years verified as a provider at the appropriate level)</p> <p>21 y/o</p> <p>Adult Instructional Experience (preferred in a related field)</p> <p>Have appropriate medical or allied health, education and experience</p> <p>Be knowledgeable about methods of instruction, testing, evaluation of students</p> <p>Have field experience in the delivery of out-of-hospital emergency care</p> <p>Have academic training and preparation related to EMS at least equivalent to that program graduates</p> <p>Be knowledgeable concerning current curricula, accreditation, registration, state regulations and policy, and the requirements for state certification or licensure.</p> <p>To coordinate FR/EMT/Enhanced</p> <p>Minimum Education Level=GED/HSD</p> <p>To coordinate Intermediate Courses</p> <p>Minimum Education Level=Associates Degree</p> <p>To coordinate Paramedic Courses</p> <p>Minimum Education Level=Bachelors Degree</p>	
	The Committee reviewed the Practical Test Pass Rates ( <b>Attachment C</b> )	
<b>V. New Items</b>	None	
<b>VI. Assignments</b>	<p>Look Over CD of National Curriculum.</p> <p>Preceptors Team – Come up with some a definition and some general requirements.</p>	
<b>VII. Next Meeting</b>	January 25, 2007 10:30am Location TBA	
<b>VIII. Adjournment</b>	The committee adjourned at 2:50pm	



# COMMONWEALTH of VIRGINIA

Robert B. Stroube, M.D. M.P.H.  
State Health Commissioner

Gary R. Brown  
Director

P. Scott Winston  
Assistant Director

## *Department of Health Office of Emergency Medical Services*

EMS Instructor Certification Committee  
Wednesday, November 1, 2006, 10:30am  
Marriott Courtyard West  
Agenda

109 Governor Street Suite UB-55  
Richmond, VA 23219  
1-800-523-6019 (VA only)  
804-864-7600  
FAX: 804-864-7580

- I. Welcome
- II. Introductions
- III. Approval of Minutes from 9/21/06
- IV. Previous Business
- V. New Business
- VI. Assignments for next meeting
- VII. Establish Next Meeting Date
- VIII. Adjourn

# **EMS Instructor Credentialing Committee Minutes of 11-1-06 Meeting**

## **Attachment A Minutes of 9-21-06**

**EMS Instructor Credentialing Committee**  
**Hilton Garden Inn – Innsbrook, Richmond, Virginia**  
**September 21, 2006**  
**10:00am**

<b>Members Present:</b>	<b>Members Absent:</b>	<b>Staff:</b>	<b>Others:</b>
Nick Klimenko Wayne Berry Connie Purvis Lorna Ramsey Jose Salazar	Dr. “ACE” Ernst June Leffke “Bubby” Bish	Warren Short Tom Nevetral Greg Neiman Chad Blosser	Dr. Dana Love Dan Barry Heidi Hooker

<b>Topic/Subject</b>	<b>Discussion</b>	<b>Recommendations, Action/Follow-up; Responsible Person</b>
<b>I. Welcome</b>	The meeting was called to Order at 10:23am	
<b>II. Introductions</b>	The Committee Members and others present introduced themselves.	
<b>III. Charge</b>	The Charge to the Committee was distributed and discussed.	
<b>IV. Discussion of History &amp; Current EMT-Instructor/ALS Coordinator Process</b>	The Committee discussed the history and current Instructor process	
<b>V. General Discussion and Ideas</b>	A. Committee members discussed their concerns and ideas on how to proceed. The topics discussed included: <ul style="list-style-type: none"> <li>a. OEMS - How many instructors teach basic programs vs just teach CE Programs?</li> <li>b. Should we consider a Career Path for Instructors: <ul style="list-style-type: none"> <li>i. Teach Skills Sessions-Lab Instructor</li> <li>ii. Teach Didactic Lectures-Didactic Instructor</li> <li>iii. Coordinate Programs-EMS Coordinator</li> </ul> </li> </ul>	

Topic/Subject	Discussion	Recommendations, Action/Follow-up; Responsible Person
	<p>1. Each step builds on the other-progression</p> <p>c. Should we provide continuing courses on Adult Education for Instructors?</p> <p>d. Should we concentrate on building an EMS Coordinator (BLS/ALS) who is responsible for overseeing programs?</p> <p>e. "Issues/Concerns"</p> <p>i. We have a problem with the overall Basic Skill knowledge of current students</p> <p>ii. An issue with Practical knowledge not written/didactic</p> <p>iii. Overall state pass rate is approximately 96%</p> <p>iv. Instructor Pretest Pass Rate is approximately 50+/-%</p> <p>v. PowerPoint has created problems in instruction</p> <p>f. Should pursue establishing Coordinator, Didactic Instructor, Practical Instructor process</p> <p>g. Create Refresher Modules for Instructors</p> <p>h. OEMS - What is the statewide pass rate?</p> <p>i. Ultimately we need to know, is there a problem?</p> <p>i. IF so, what is it?</p>	
	Discussion continued on issues facing Instructors in Virginia	<p><b>Motion: To explore the levels concept of EMS Instructor; lab, didactic, preceptor, coordinator.</b></p> <p><b>Vote: Unanimous</b></p>
<b>VI. Assignments</b>	<p>A. The Committee made assignments for follow-up:</p> <p>a. Look at areas and evaluate minimum skills/qualifications for each level with information on what is being done now.</p> <p>b. What pre-requisites should a person have to enter the module?</p> <p>c. Prepare an outline of what the module will contain</p> <p>i. Skills/Lab-Jose/Bubby</p> <p>ii. Coordination/Medical Direction-Lorna/ACE</p> <p>iii. Didactic-Connie/Dana</p> <p>iv. Preceptor-Wayne/June</p> <p>B. Nick will obtain copies of the <i>Foundations of Education</i> book for the committee members</p>	
<b>VII. ESTABLISH MEETING DATES</b>	Next Meeting November 1, 2006 10:30am	
<b>VIII. ADJOURNMENT</b>	Adjournment 1350	



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## *Department of Health Office of Emergency Medical Services*

EMS Instructor Certification Committee  
Thursday, September 21, 2006, 10am  
The Hilton Garden Inn - Innsbrook  
Agenda

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- I. Welcome
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- V. General Discussions and Ideas
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- VII. Establish Meeting Dates
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[www.vdh.state.va.us/oems](http://www.vdh.state.va.us/oems)



# **EMS Instructor Credentialing Committee Minutes of 11-1-06 Meeting**

## **Attachment B Didactic Instructor Information**

# **Committee Work BLS accreditation Committee**

For our next meeting, you will remember, we are charged with the goal of identifying “FACULTY “for the ENDORSED EMT Programs.

I have pulled together a few thoughts concerning the attributes an instructor should have as well as job descriptions for the assisting or second instructor.

This is sent mainly to get you thinking and your additions will be welcomed. I have referenced texts which you may query to have more support to our discussions.

Please not think this submitted as my support of the BLS Accreditation Committee’s purview but rather for consideration of our sub committee.

**NOW FOR THE REAL MISSION OUR GROUP HAS TO CONSIDER FOR THE NEXT MEETING.**

## **The Instructor Credentials for an accredited site.**

### **Here are some ideas to think on:**

With a vision of universal and quality emergency medical care leading to optimal patient outcomes, the Office of EMS should function specifically to improve all aspects of EMS systems, at the local, and State level.

*The task force should believe that to be effective, the entry-level EMS educator must be able to integrate content knowledge with pedagogical understanding to assure that all adult learners learn and perform at high levels in their chosen field.*

#### **• Primary Instructor:**

The primary instructor should be an individual who possesses the appropriate Virginia EMT Instructor credentials. He or she should also have academic and/or

allied health credentials, an understanding in education principles and theories, and the required teaching experience to provide quality instruction to EMT students. He or she should instruct and evaluate in any domain of learning in the classroom and laboratory. He or she should use and modify prepared materials.

- **Secondary Instructor/Competency Evaluator**

The secondary instructor or competency evaluator should be an individual who possesses the appropriate Virginia or Regional Council EMT Secondary Skill Competency Instructor credentials as well as academic and/or allied health credentials. He or she should have an understanding of education principles and theories of the program. He or she may have limited teaching experience. This individual is responsible for providing instruction to students and in assisting a primary instructor. He or she assists the primary instructor with instruction and evaluation of any domain of learning in the classroom and laboratory. He or she uses prepared materials without significant modification.

- EMS instructors do more than teach students in the classroom setting so it is important to have an understanding of the scope of duties and responsibilities.
- EMS instructors should value the team approach to teaching and know those individuals included on the instructional team.
- EMS instructors should know the desirable character traits of an educator and the commonalities that exist between the characteristics of an EMT student and an EMS educator.

## **Ten professional attributes and skills sets are identified for EMS instructors.**

- **Professional Attributes and Skills Set Criteria #1:**

The EMS educator understands the central concepts, tools of inquiry, and structures of the EMS discipline(s) they teach and can create learning experiences that make these aspects of subject matter meaningful for the adult learner

1. Cognitive Goals
  - a. Understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) they teach.
  - b. Understands how the adult learners' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning
  - c. Can relate knowledge of the discipline to other specific subject areas
2. Affective Goals
  - a. Realizes that EMS subject matter knowledge is not a fixed body of facts but is complex and ever evolving; they seek to keep abreast of new ideas and understandings in the EMS field

- b. Appreciates multiple perspectives and conveys to adult learners how knowledge is developed from the vantage point of the learner
- c. Has enthusiasm for the discipline(s) they teach and is able to relate the subject matter to clinical practice
- d. Is committed to continuous learning and engages in professional discourse about subject matter knowledge

### 3. Performance Outcomes

- a. Effectively uses multiple representations and explanations of concepts that capture key ideas and link them to the adult learners' prior understandings
- b. Can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry in the teaching of subject matter concepts
- c. Can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular subject matter and concepts
- d. Develops and uses curricula that encourage the adult learner to see, question, and interpret ideas and subject matter from diverse perspectives
- e. The EMS educator can create interdisciplinary learning experiences that allow the adult learner to integrate knowledge and skills from several subject areas

## • Professional Attributes and Skills Set Criteria #2:

The EMS educator understands how the adult student learns, and can provide learning opportunities that support their intellectual, professional and personal development

### 1. Cognitive Goals

- a. Understands how learning occurs--how the adult learner constructs knowledge, acquires skills, and develops values--and knows how to use instructional strategies that promote student learning
- b. Understands that the adult learners' physical, social, emotional, moral and cognitive attributes influence learning and knows how to address these factors in the instructional environment
- c. Is aware of the domains of learning (cognitive, affective and psychomotor), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others

### 2. Affective Goals

- a. Appreciates individual variations within each domain of learning, shows respect for the diverse talents of all learners, and is committed to helping them develop self-confidence and competence
- b. Uses the adult learners' strengths as a basis for growth, and their errors as an opportunity for learning

### 3. Performances Outcomes

- a. Considers the level of individual and group performance in order to deliver instruction that meets learners' current needs in each domain (cognitive, affective and psychomotor)
- b. Stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to the adult learners' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging the adult learner to assume responsibility for learning and performance outcomes
- c. Considers the adult learners' experiences as a basis for instructional activities by, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing

### **Professional Attributes and Skills Set Criteria #3:**

The EMS educator understands how the adult learner differs in their approaches to learning and creates instructional opportunities that can be adapted to diverse learning styles and situations.

### 4. Cognitive Goals

- a. Understands and can identify differences in approaches to learning and performance, including different learning styles and performance levels, and can provide instruction that helps use the adult learners' strengths as the basis for growth
- b. Knows about areas of exceptionality in learning--including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges
- c. Understands how individual experiences, talents, and prior learning experience influence adult learning
- d. Has a well-grounded framework for understanding cultural diversity and knows how to learn about and draw upon the adult learners' experiences and cultures in the instructional setting

### 5. Affective Goals

- a. Believes that all adult learners can learn at high levels and persists in helping all students to achieve success
- b. Appreciates and values human diversity, shows respect for the adult learners' varied talents and perspectives, and is committed to the pursuit of individual excellence for all students
- c. Respects adult learners as individuals with differing personal and family backgrounds and various skills, talents, and interests
- d. Is sensitive to community and cultural norms
- e. Makes the adult learner feel valued for their potential as EMS provider

### 6. Performance Outcomes

- a. Selects instructional techniques and methods appropriate to the adult learners' learning styles, strengths, and needs
- b. Recognizes and seeks assistance in making appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication) for the adult learner who has particular learning differences or needs
- c. Can identify when and how to access appropriate services or resources to meet exceptional learning needs
- d. Seeks to understand the adult learners' culture, and uses this information as a basis for connecting instruction to the adult learners' experiences (e.g. drawing explicit connections between subject matter and clinical practice, making assignments that can be related to the adult learners' experiences)
- e. Creates a learning community within the classroom setting in which individual differences are respected

#### **Professional Attributes and Skills Set Criteria #4:**

The EMS educator understands and uses a variety of instructional strategies to encourage the adult learners' development of high level thinking skills, problem solving skills, and psychomotor performance skills

##### **7. Cognitive Goals**

- a. Understands the cognitive processes associated with various kinds of learning (e.g. high level, critical and creative thinking, problem solving, memorization and recall) and how these processes can be stimulated
- b. Understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. lecture format, demonstration, scenario based, participatory learning, etc.)
- c. Knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, texts, reference books)

##### **8. Affective Goals**

- a. Values the development of the adult learners' critical thinking, independent problem solving, and skill performance capabilities
- b. Values flexibility and reciprocity in the teaching process as it relates to student responses, ideas, and needs

##### **9. Performance Outcomes**

- a. Uses learning goals to assist in choosing teaching strategies and materials to achieve instructional purposes and to meet student needs
- b. Uses teaching and learning strategies to engage the adult learner in active learning opportunities that promote the development of

critical thinking, problem solving, and skill performance capabilities and that help the student assume responsibility for identifying and using learning resources

- c. Varies their role in the instructional process (e.g. instructor, role modeling, coach,) in relation to the content and purposes of instruction and the needs of the adult learner
- d. Utilizes a variety of clear, accurate presentations of EMS concepts, using alternative explanations to assist the adult learners' understanding

### **Professional Attributes and Skills Set Criteria #5:**

The EMS educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive group interaction, active engagement in learning, and self-motivation

#### **10. Cognitive Goals**

- a. Understands how groups function and how to influence people in the educational environment
- b. Knows how to assist the adult learner to work productively and cooperatively with others in the educational environment
- c. Understands the principles of effective classroom management and uses the knowledge to promote positive relationships, cooperation, and purposeful learning in the classroom
- d. Recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help the adult learner become self-motivated

#### **11. Affective Goals**

- a. Takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate
- b. Values the role of the adult learner in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning
- c. Recognizes the value of intrinsic motivation to the adult learners' life-long growth and learning

#### **12. Performance Outcomes**

- a. Creates a learning setting in which the adult learners assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities
- b. Engages the adult learner in individual and cooperative learning activities that help them develop the motivation to achieve by, for example, relating didactic lessons to clinical experiences, encouraging the adult learner to ask questions and pursue problems that are meaningful to them

- c. Maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to education goals
- d. Helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry

### **Professional Attributes and Skills Set Criteria #6:**

The EMS educator uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

#### **13. Cognitive Goals**

- a. Understands how cultural and gender differences can affect communication in the classroom
- b. Recognizes the importance of nonverbal as well as verbal communication
- c. Knows about and can use effective verbal, nonverbal, and media communication techniques

#### **14. Affective Goals**

- a. Values many ways in which people seek to communicate and encourage many modes of communication in the classroom
- b. Is a thoughtful and responsive listener to students concerns and questions
- c. Appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all the adult learners in the class

#### **15. Performance Outcomes**

- a. Models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, being sensitive to nonverbal cues)
- b. Knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping the adult learner articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, stimulating curiosity, helping the adult learner to question
- c. Communicates in ways that demonstrate sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation)



- d. Knows how to use a variety of media communication tools, including audio-visual aids and computers, to enrich learning opportunities

### **Professional Attributes and Skills Set Criteria #7 :**

The EMS educator plans instruction based upon knowledge of subject matter, the attributes of the adult learner, and curriculum goals

#### **16. Cognitive Goals**

- a. Understands the basics of learning theory, and is competent in the subject matter, is aware of the process of curriculum development, and knows how to use this knowledge in the instructional setting to meet instructional goals
- b. Knows when and how to adjust instructional delivery methods based on student responses and performances

#### **17. Affective Goals**

- a. Values both long term and short term planning to ensure a productive classroom setting
- b. Believes that plans must always be open to adjustment and revision based on student needs and changing performance outcomes
- c. Values planning as a collegial activity and includes other instructors and students in the process

#### **18. Performance Goals**

- a. Provides learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate the adult learners' prior knowledge, encourages exploration and problem-solving, and builds new skills on those previously acquired)
- b. Plans for learning opportunities that recognize and address variations in learning styles and performance modes
- c. Respond to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning

### **Professional Attributes and Skills Set Criteria #8:**

The EMS Educator understands and uses formative and summative strategies with both formal and informal techniques to evaluate and ensure the continuous cognitive, affective and psychomotor development of the learner

#### **19. Cognitive goals**

- a. Is aware of the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests) for evaluating the adult learner
- b. Knows how to select and use assessment strategies and instruments appropriate to the learning outcomes being evaluated

#### 20. Affective Goals

- a. Values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning
- b. Is committed to using assessment to identify student strengths and promote student growth rather than to deny the adult learner access to learning opportunities

#### 21. Performance Outcomes

- a. Appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to evaluate the adult learners' progress and performances, and modify teaching and learning strategies
- b. Uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning
- c. Evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work
- d. Monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly
- e. Maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly to the adult learner

### **Professional Attributes and Skills Set Criteria #9:**

The EMS educator is a reflective practitioner who continually evaluates the effects of their choices and actions on others (the adult learner and other professionals in the learning community) and who actively seeks out opportunities to grow professionally

#### 22. Cognitive Goals

- a. Understands methods of inquiry that provide them with a variety of self-assessment and problem-solving strategies for reflecting on their practice and its influences on the adult learner
- b. Is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature,

colleagues, professional associations, and professional development activities)

23. Affective Goals

- a. Values high level thinking and self-directed learning
- b. Is committed to reflection, assessment, and learning as an ongoing process
- c. Is willing to give and receive help
- d. Is committed to seeking out, developing, and continually refining practices that address the individual needs of the adult learner
- e. The EMS educator recognizes their professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues

24. Performance Outcomes

- a. Uses classroom observation, information about the adult learner, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice
- b. Seeks out professional literature, colleagues, and other resources to support their own development as a learner and a teacher
- c. The EMS educator draws upon professional colleagues as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback

**Professional Attributes and Skills Set Criteria #10:**

The EMS educator fosters relationships with EMS colleagues and EMS agencies in the larger community to support the students learning and well-being

25. Cognitive Goals

- a. Understands the EMS educational program is an organization within the larger EMS community and understands the operations of the relevant aspects of the EMS system within which they work
- b. Understands how factors in the adult learners' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence the adult learners' life and learning
- c. Understands and implements laws related to the adult learners' rights and teacher responsibilities (e.g. for confidentiality, privacy, and appropriate treatment of the adult learner)

26. Affective Goals

- a. Values and appreciates the importance of all aspects of the adult learner's classroom experience
- b. Respects the privacy of the adult learner and confidentiality of information
- c. Is willing to work with other professionals to improve the overall learning environment for the adult learner

## 27. Performance Outcomes

- a. Participates in collegial activities designed to make the EMS program and educational setting a productive learning environment
- b. Makes links with the adult learners' other environments on behalf of the adult learner, by consulting with other EMS educators and professionals in other EMS agencies
- c. Can identify and use EMS community resources to foster student learning
- d. Talks with and listens to the student, are sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems
- e. Acts as an advocate for the adult learner

## • General professional educator characteristics

A. The following listing of characteristics are considered appropriate for educators in most settings:

1. Possessing integrity and honesty
2. Empathetic and compassionate
3. Highly self-motivated
4. Maintains a professional appearance with good personal hygiene
5. Self-confident
6. Possesses clear verbal and written communication skills
7. Exhibits effective time management
8. Advocates the teamwork approach for teaching and for student interaction
9. Diplomatic and respectful when dealing with others
10. Has a desire to continue improving, growing professionally and intellectually (valuing "life-long learning")
11. Possesses knowledge of the subject and content areas
12. Is a student advocate

A. Definition of primary instructor

1. The "primary instructor" is defined by the scope of responsibility more so than by seniority or time spent in direct instruction of students
  - A. The primary instructor is often the individual held responsible for a course
2. The primary instructor has experience in teaching and may be moving into a role with greater program responsibilities in addition to classroom responsibilities

Some classification strategies for EMS educators call the primary instructor the "lead" or "instructor of record" and instructors who assist this individual in the classroom are sometimes called "secondary" or "competency" instructor.

For purposes of consistency in the curricula, the terms primary and secondary instructor will be used

The content of the curriculum applies to both the primary and secondary instructor

In addition to using "primary" and "secondary" to describe EMS instructors, another method classifies instructors into distinct levels based upon education credentials and/or teaching experience

- A. Example one: Level I: most senior instructor, Level II: assistant instructor, Level III: clinical instructor, Level IV: field preceptor, etc.
- B. Example two: Level 1: classroom presenter and/or probationary new instructor, Level 2: experienced educator with X # of hours teaching, Level 3: course coordinator, Level 4: instructor trainer, etc.

- B. The primary instructor may be called upon to provide leadership or oversight of the course in the following areas:
  - 1. Program responsibilities: the primary instructor may also serve at a program level to assist in coordinating operations of the training program and other courses
  - 2. Course administration: completing documentation and paperwork and providing timely feedback to the stakeholders in the course
    - A. Stakeholders are those individuals who have a financial stake or interest in the successful completion of the course and its students
    - B. Examples of some types of stakeholders: employer, employee union, course sponsor etc.
  - 3. Course coordination: including coordinating visiting faculty and guest lecturers, secondary instructors, clinical rotations, fieldtrips, etc.
  - 4. Interface with the Medical Director and course stakeholders on a regular basis
  - 5. Guidance on policies and procedures for the courses or program
    - A. Selecting and screening students
    - B. Evaluating the students and program
  - 6. Student discipline and feedback
    - A. Assess the student and situation to identify the problem and the cause of the problem
    - B. Work with medical director, program administration, faculty, and the student to correct problem behaviors
  - 7. Student remediation

- A. Assess the student and situation to identify the cause of the problem
  - B. Develop a workable strategy to assist the student in succeeding on reevaluation
- 8. Classroom instruction: deliver curriculum, mentor junior and support instructors, and ensure that the class maintains a high standard of quality
- 9. Perform all of the additional duties listed as secondary instructor duties

#### C. Definition of a secondary instructor

- 1. Like the primary instructor, the secondary instructor is often defined by the scope of responsibility.
  - A. The main responsibilities of the secondary instructor are to provide instruction to the student and to support the primary instructor
- 2. Because the primary instructor often sets the tone for the class the secondary instructor must be aware of the expectations of the primary instructor regarding:
  - A. Content to be covered
  - B. Presentations styles expected for content delivery
  - C. Rules and regulations pertinent to the class
- 3. The secondary instructor generally possesses an entry level competency and is not expected to behave or perform with the same proficiency as an "experienced" teacher.
  - A. The optimal relationship between the primary instructor and secondary instructor is one where mentoring and professional growth is taking place for both individuals.

D. Common EMS instructor roles & responsibilities

1. Manage daily class activities
2. Manage the learning environment
3. Monitor student attendance
4. Provide evaluations and feedback to students, course coordinator, medical director, and appropriate stakeholders as appropriate
5. Manage discipline and grievance issues
6. Manage course paperwork
7. Maintain course and student records
8. Teach: deliver didactic content, direct and control classroom discussions, conduct practical skills development sessions, evaluate student performance on cognitive, affective and psychomotor skills
9. Design/develop (as required) and effectively use testing instruments
10. Mentor students and faculty
11. Adhere to the course syllabus
12. Design/develop (if required) and effectively use lesson plans

E. Managing daily class activities

1. Maintain schedule as posted in syllabus
2. Set the tone for the classroom environment by modeling desired affective behaviors

F. Managing the learning environment

1. Assure classes are held in an adequate learning environment
  - A. Adequate room size, lighting, ventilation, and temperature are all considerations
2. Start and end class sessions on time
  - A. Breaks are important
3. Vary the pace of delivery and content of material as appropriate to keep class interesting and the learners engaged

G. Manage student attendance

1. Create and review student attendance rosters
2. Comply with reporting requirements regarding attendance
3. Provide feedback to students and appropriate stakeholders throughout class

H. Provide evaluations and feedback

1. To be most effective, feedback should be continuous and timely
2. Provide students, course administration, the medical director and appropriate stakeholders with regular progress reports
  - A. Grade tests and papers quickly
3. Process and report course grades by the specified deadline

I. Manage discipline and grievance issues

1. Each student should be aware of their right to an environment free of violence, threats, harassment, demeaning comments and other negative conduct

2. Students must have access to a process for reporting problems
    - A. Determine if the agency has a formal policy already in place
    - B. Provide students with copies of policies and procedures
    - C. Consider designing a student handbook if one does not exist

Involve your medical director, program coordinator and advisory group in the development of any policies or procedures
  3. Problems must be investigated and resolved by the instructor
    - A. Determine if it can be resolved at your level or it needs to be taken further up the chain of command
      - A. You may need to consult with your supervisor or employer
    - B. Remember to maintain confidentiality of all parties involved
  4. Students who fail to adhere to appropriate conduct rules may be removed from the classroom and or reported to other authorities
    - A. Ensure students have knowledge of the appeals process
    - B. Issues of insensitivity may require outside intervention and or counseling (e.g., racial slurs, inappropriate gender remarks, etc.)
    - C. If the incident involves illegal activity, domestic violence or abuse you **MUST** report it to the proper authorities
- J. Manage course paperwork
1. Understand and comply with all laws and regulations regarding the maintenance and storage of confidential files and information
  2. Maintain accuracy and confidentiality of:
    - A. Attendance roster
    - B. Course grade report
    - C. Disciplinary action report
    - D. Student conference and counseling report
    - E. Course correspondence
- K. Maintain course and student records
1. Verify with the state EMS office, Regional Council, and academic host of the course the amount of time required to maintain student and course records
  2. Records may be maintained in writing, on computer file, or via other media (example: microfiche) as approved
  3. Records must be kept in a secure area (e.g., locked file cabinet, secured computer with password, etc.)
  4. Confidentiality of information is very important
    - A. Students must not be identified by personal information if grades and or progress reports are distributed publicly
  5. Student and course information and records may not be accessible by stakeholders unless:
    - A. The student has given written permission to release documents and information



- B. The document or information has been demanded through a legal summons

L. Teach

1. Deliver didactic content
  - A. Use a variety of methods including lecture to deliver didactic content
  - B. Vary the pace and content to keep students engaged
  - C. Include material for every learning style (auditory, visual and kinesthetic learners)
2. Direct and control classroom discussions
  - A. Provide equal access to all students and encourage participation, monitoring and controlling students who monopolize conversations
    - A. Advocate for introverted students by encouraging them to participate
  - B. Encourage open discussion
  - C. Do not allow discussions to become lengthy without direction or purpose
3. Conduct instruction in practical skills development
  - A. Included in the appendix of this document is a practical skill sample lesson plan
  - B. Meet with all secondary instructors to ensure consistency in procedures and expectations
4. Evaluate practical skills competence
  - A. Practical skills competence should be measured on multiple occasions at various levels of mastery
  - B. Mastery of skills must be thoroughly documented and reviewed
5. Observe student classroom and laboratory performance
  - A. Demonstrate skills objectives during classroom / laboratory setting
6. Allow students to practice the skill under direct observation, for example, by performing the skill in a simulated patient encounter or scenario
  - A. Direct the practice of the skill with close supervision and feedback
  - B. Evaluate the skill
  - C. Remediate as needed to achieve successful performance
  - D. Reevaluate to document when mastery level performance occurs
  - E. Review periodically to ensure mastery is maintained
  - F. based upon the objectives of the presented material
  - G. It is always important to review "test banks" or "canned" testing items for accuracy and relevancy
7. Provide students with timely feedback following an evaluation (report grades and give suggestions for improvement when appropriate)
8. Many written test formats are available
  - A. Multiple choice

- B. Short answer / essay
- C. True false
- D. Fill in the blank
- E. Matching

M. Mentoring

1. EMS instructors should develop professional relationships with students
2. Foster growth and development of students through excellent teaching, feedback and support
  - A. Encourage students who show an aptitude for teaching to get more involved
  - B. Help facilitate their progress through the instructor credentialing process
3. Serve as an on-going and renewable resource for students by assisting the process of networking
4. Assist other instructors in their development by sharing ideas and experiences
  - A. Seek their input and advice on issues of importance as well as day to day issues in classroom administration
  - B. Encourage experimentation in the classroom by new instructors
    - A. Model the behaviors you expect instructors to emulate
    - B. Understand that failure is a natural and expected part of the growth and development of competence in teaching
    - C. Introduce new instructors to your network of peers

N. Maintaining the course syllabus

1. The course syllabus is a dynamic document that provides accurate information on the policies and procedures for the course
  - A. It is often considered a legal document so it is important to review and revise the syllabus prior to beginning each new cohort group
    - A. It may be the basis for determining the course rules, regulations, policies and procedures when a grievance is brought forward by a student
    - B. Many programs require students sign documentation verifying receipt of the syllabus or to verify they have read and/or understand the document
2. Check with your agency for guidelines and a sample document
  - A. Determine if there is a specific format that is required
3. The entry level instructor may not be called upon to actually write a syllabus, but every instructor should ensure that the following elements are included:
  - A. Instructor's contact information
  - B. Objectives for the course
  - C. Outline of topics of instruction
  - D. Details of grading scale and policy
  - E. Rules, regulations, policies and procedures

- F. Additional information
- 4. Instructor's contact information
  - A. Do not disclose home address or phone number
  - B. Arrange a means of contact through the course administrator/coordinator that allows for reasonable access during normal business hours
    - A. Arrange for a means of communication when access is needed outside of normal business hours, like during weekend clinical rotations, that maintains your personal privacy
- 5. Details on grading scale
  - A. Include an evaluation strategy or process for each domain of learning: cognitive, affective and psychomotor
- 6. Rules, regulations, policies and procedures
  - A. Address the following:
    - A. Absences
    - B. Tardiness
    - C. Grievance procedures
  - B. Rules and regulations come from many sources: state and national standards and guidelines, local jurisdiction, hosting academic setting, and your personal rules and regulations
    - A. It is important to review these to determine if there is any conflict between the rules and regulations from a variety of sources
    - B. Seek to resolve these conflict before a problem occurs in the classroom setting
    - C. Provide students with information on their rights as well as their responsibilities and how to begin a grievance

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# **EMS Instructor Credentialing Committee Minutes of 11-1-06 Meeting**

## **Attachment C Statewide Practical Test Results**

August 17, 2006

Office of Emergency Medical Services

Test Results for 2004

EMST45

<u>Level</u>	<u>Tests</u>	<u>Written</u>				<u>Practical</u>				<u>B</u>		<u>T</u>		<u>M</u>	
		<u>Pass</u>	<u>Fail</u>			<u>Tests</u>	<u>Pass</u>	<u>Fail</u>		<u>Station 1</u>	<u>Station 4</u>	<u>Station 2</u>	<u>Station 5</u>	<u>Station 3</u>	<u>Station 6</u>
A	308	283	25	8%		305	261	44	14%	19	6%	28	9%	0	0%
										0	0%	0	0%	0	0%
B	4476	4238	238	5%		4928	3769	1159	24%	281	6%	767	16%	337	7%
										0	0%	0	0%	0	0%
C	70	34	36	51%		0	0	0	0%	0	0%	0	0%	0	0%
										0	0%	0	0%	0	0%
D	568	315	253	45%		0	0	0	0%	0	0%	0	0%	0	0%
										0	0%	0	0%	0	0%
F	41	41	0	0%		0	0	0	0%	0	0%	0	0%	0	0%
										0	0%	0	0%	0	0%
H	192	104	88	46%		0	0	0	0%	0	0%	0	0%	0	0%
										0	0%	0	0%	0	0%
I	28	14	14	50%		0	0	0	0%	0	0%	0	0%	0	0%
										0	0%	0	0%	0	0%
J	330	297	33	10%		444	303	141	32%	39	9%	58	13%	38	9%
										23	5%	19	4%	42	9%



March 15, 2006

Office of Emergency Medical Services

Test Results for 2005

EMST45

<u>Level</u>	<u>Written</u>				<u>Practical</u>				<u>B</u>		<u>T</u>		<u>M</u>	
	<u>Tests</u>	<u>Pass</u>	<u>Fail</u>		<u>Tests</u>	<u>Pass</u>	<u>Fail</u>		<u>Station 1</u>		<u>Station 2</u>		<u>Station 3</u>	
									<u>Station 4</u>		<u>Station 5</u>		<u>Station 6</u>	
A	345	313	32	9%	380	311	69	18%	29	8%	48	13%	0	0%
									0	0%	0	0%	0	0%
B	4522	4048	474	10%	5236	3671	1565	30%	377	7%	1052	20%	451	9%
									0	0%	0	0%	0	0%
C	27	10	17	63%	0	0	0	0%	0	0%	0	0%	0	0%
									0	0%	0	0%	0	0%
D	87	48	39	45%	0	0	0	0%	0	0%	0	0%	0	0%
									0	0%	0	0%	0	0%
E	68	59	9	13%	0	0	0	0%	0	0%	0	0%	0	0%
									0	0%	0	0%	0	0%
F	46	46	0	0%	0	0	0	0%	0	0%	0	0%	0	0%
									0	0%	0	0%	0	0%
H	122	64	58	48%	0	0	0	0%	0	0%	0	0%	0	0%
									0	0%	0	0%	0	0%
I	21	8	13	62%	0	0	0	0%	0	0%	0	0%	0	0%
									0	0%	0	0%	0	0%
J	545	474	71	13%	689	474	215	31%	78	11%	87	13%	52	8%
									44	6%	23	3%	49	7%

August 17, 2006

Office of Emergency Medical Services

Test Results for 2006

EMST45

<u>Level</u>	<u>Tests</u>	<u>Written</u>				<u>Practical</u>				<u>B</u>		<u>T</u>		<u>M</u>	
		<u>Pass</u>	<u>Fail</u>			<u>Tests</u>	<u>Pass</u>	<u>Fail</u>		<u>Station 1</u>	<u>Station 4</u>	<u>Station 2</u>	<u>Station 5</u>	<u>Station 3</u>	<u>Station 6</u>
A	289	248	41	14%		290	224	66	23%	27	9%	41	14%	0	0%
										0	0%	0	0%	0	0%
B	3359	2854	505	15%		3905	2683	1222	31%	339	9%	778	20%	414	11%
										0	0%	0	0%	0	0%
C	0	0	0	0%		0	0	0	0%	0	0%	0	0%	0	0%
										0	0%	0	0%	0	0%
D	0	0	0	0%		0	0	0	0%	0	0%	0	0%	0	0%
										0	0%	0	0%	0	0%
F	46	46	0	0%		0	0	0	0%	0	0%	0	0%	0	0%
										0	0%	0	0%	0	0%
H	97	48	49	51%		0	0	0	0%	0	0%	0	0%	0	0%
										0	0%	0	0%	0	0%
I	33	15	18	55%		0	0	0	0%	0	0%	0	0%	0	0%
										0	0%	0	0%	0	0%
J	396	313	83	21%		522	356	166	32%	61	12%	56	11%	42	8%
										29	6%	21	4%	40	8%